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ABSTRACT

This publication reports on a study designed to discover the nature and extent of staff induction and initial training available to new members of academic staff in Scottish higher education institutions, and to measure how a sample of these new staff perceived the training they had received and what other training needs, if any, they had. The project was conducted in two stages. The first stage involved in-depth interviews with key individuals at 11 institutions who had responsibility for staff induction and teaching support. From the data, examples of interesting practices typifying particular approaches to induction and initial training were identified. The institutions were divided into three groups illustrating different approaches--short courses provided by a consortium; short courses in larger higher education institutions; and extended study in the former central institutions. In the second stage of the project, focused in-depth surveys of new academic staff were conducted at two higher education institutions. The resulting data were analyzed in terms of course attendance; course content; mentor support; perceived strengths, weaknesses, and impact of the training; and the kind of further training desired. Results of the research revealed that almost all of the institutions in the study had strategies for initial training and staff development, using a variety of approaches; and that respondents were generally satisfied with the training they had received. Several issues were also identified that need further research. The questionnaire used for the new members of staff in two institutions of higher education is included in the appendix. (ND)

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Learning to Teach in Scottish Higher Education

John Hall

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Learning to Teach in Scottish Higher Education

John Hall

SCRE

The Scottish Council for Research in Education

SCRE Research Report No 71

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John Hall.

1 Introduction

Background

The last few years have been a time of considerable change in Scottish higher education. The abolition of the previous 'binary divide' between universities and central institutions, the consequent creation of several new universities from former central institutions, and the establishment of the Scottish Higher Education Funding Council (SHEFC) have altered the context in which higher education takes place.

At the same time increasing attention has been paid to the nature and quality of teaching and learning in higher education. In Scotland the Committee of Scottish University Principals (now COSHEP – the Committee of Scottish Higher Education Principals) produced its report on *Teaching and Learning in an Expanding Higher Education System* in 1992. On a UK basis, the Committee of Vice Chancellors and Principals (CVCP) published the report on *Teaching Standards and Excellence in Higher Education*.

These reports extended the debate about the nature and importance of teaching in higher education. Practical impetus to considering the quality of teaching provision has been given by the implementation by the funding body, SHEFC, of regular assessments of teaching quality in higher education institutions (HEIs). There have been parallel developments, such as the Further and Higher Education Charter for Scotland, which emphasise the need for quality teaching.

However, little hard evidence was available on the extent to which higher education lecturers are being prepared for the types of teaching they will be required to deliver in their institutions. Therefore the Scottish Council for Research in Education (SCRE), together with the Scottish Office Education Department (SOED), set up the current project to conduct a systematic examination of the extent and nature of this provision in Scottish higher education institutions. The purpose of the study was both to clarify the current situation and to offer a description and interpretation of practice which might be of value to those decision makers with institutional responsibility for the quality of provision, and to those outside bodies who may offer support.

The project was concerned with induction, initial training in teaching methods, and staff development provided at an institutional level. We know that much activity goes on at faculty, school or departmental level, but it was beyond the scope of this project to investigate this in detail.

Aims and methods of the study

The research set out to:

- discover the nature and extent of staff induction and initial training relating to teaching and learning which was available to new members of academic staff in Scottish higher education institutions
- take some measure of how a sample of these new staff perceived the training which they had received and what other training needs, if any, they claimed to have.

The project was conducted in two stages. The first of these involved in-depth interviews with key individuals who had responsibility for staff induction and teaching support in

their institution. These individuals were identified by the senior management of each institution. In almost all cases these individuals were heads of staff development units or specialist 'teaching and learning' or 'educational development' units (these went under a variety of names in different institutions). Since initial training and continuing staff development were sometimes the responsibility of different centres or units, joint, or extra interviews were occasionally conducted. Additional information was occasionally sought from personnel services. The sole exception to this pattern of interviews was one institution, which was in the process of reviewing provision and responsibilities in this area, where the single interview was with a senior member of the personnel services. Information was gathered on a total of thirteen higher education institutions.

The interviews were semi-structured and conducted face-to-face in each institution. As far as possible, they took place between January and April in session 1993–94 and covered a range of topics, including:

- whether induction schemes and/or staff training programmes were in place
- what such programmes contained
- how such programmes were delivered
- the extent to which new academic staff were required to undertake such programmes
- the extent to which quality of teaching was a factor in individuals' career development.

From the data gathered in this first stage of the project we identified a number of examples of interesting practice which typified particular approaches to induction and initial training.

In the second stage of the project we focused more closely on typical examples of each approach. The aims of this second stage were to:

- describe current practice in each example in detail, including information on the rationale and intended outcome of the programme
- explore the extent to which the academic staff were satisfied with their experience of their induction and training, and establish any claims which they might make for its impact on their teaching.

We approached three HEIs to conduct detailed surveys of staff views. However, because of a variety of circumstances, which will be detailed later, it was only possible to carry out this work in two of the institutions.

Teaching in higher education

In June 1991 the Committee of Scottish University Principals set up a working party under the chairmanship of Professor A G J MacFarlane, Principal of Heriot-Watt University, which resulted in *Teaching and Learning in an Expanding Higher Education System*. Widely known as the 'MacFarlane Report', this is often noted primarily for its advocacy of information technology as a means of delivering mass higher education. However, its concerns were much wider than that might suggest. Two of the 'fundamental questions' which Professor MacFarlane identified in his preface were:

- How can high quality environments for the support of learning be created and maintained which will be able to handle the expected growth in numbers?

- How can the status of teaching, both as a professional activity and as a sphere for research, be raised in the higher education sector?

The report contains a thorough analysis of the teaching and learning process which draws heavily on research findings and is accompanied by an extensive bibliography. While the effective use of information technology is suggested as one possible means to the end of improving teaching and learning at a time of expansion, it is equally recognised that:

> These [new technologies], however, can only supply part of the solution to the problems which higher education faces. The greatest challenge is to persuade a majority of those involved in higher education to see teaching as their prime activity, and as one posing intellectual challenges and offering rewards comparable to those of standard research. (*Teaching and Learning in an Expanding Higher Education System*, Executive Summary, page one.)

The report recommended the establishment, by the funding councils, of a 'Teaching and Learning Board' which, amongst other things, would stimulate innovation in teaching and learning support systems and support research and development activities in this area. It was recommended that each institution should prepare a detailed teaching and learning development strategy, which would include provision for staff development and provide for the recognition of excellence in teaching as a criterion for promotion within institutions.

Elton and Partington (1993), in *Teaching Standards and Excellence in Higher Education*, noted that 'The current desire of universities for high standards and even excellence in teaching has so far been expressed more strongly in rhetoric than in practice'. They argued that teaching is not adequately rewarded; that, because university lecturers have not been trained as teachers, their approaches to teaching tend to be conservative; and that the circumstances in which university teaching takes place have undergone and will continue to undergo profound changes. In order to meet these challenges they proposed a set of criteria which may be used to evaluate teaching activity, together with suggestions about how evidence on teaching excellence may be gathered. They went on to recommend that agreed standards and criteria should be adopted by higher education institutions together with agreed methods of gathering evidence on their achievement. In order to promote an ethos of excellence in teaching they recommended that there should be a proper system of rewards, particularly through promotion structures, for teaching excellence, and that there should be training and development opportunities available for all staff who wish to prepare themselves for teaching excellence.

With a glance over their shoulders at the external pressures now on universities to change, they state:

> The quality audit and assessment procedures outlined in the Government's White Paper *[Higher Education: A New Framework. 1991]* make it clear that ensuring and assessing the quality of teaching is now firmly on the agenda for universities and that at present Government does not trust universities to carry out reliable quality assurance themselves without external monitoring. We believe that if the change in institutional academic culture which we postulate, took place, it would be reasonable for universities themselves to monitor and assess the quality of their teaching. Such quality will, however, only be assured and standards raised, if the activity of teaching is acknowledged to be as important as other academic activities and rewarded as such. (page 20)

While the 'establishment of a staff training and development programme to cover the knowledge and skills needed to improve staff professionalism as teachers' is listed as one

of the means by which their desired ends may be achieved, Elton and Partington make no detailed recommendations about the nature and content of that training. Rather they see the primary motivating force which will lead to improvement in teaching as being the recognition of teaching excellence as a criterion for achieving promotion within institutions.

In the field of further education, as in higher education, there is no requirement for lecturers to hold a teaching qualification. However, there has been for some years a post-graduate Certificate in Education available to in-service lecturers through the Scottish School of Further Education (SSFE). Successful completion of this course has led to the award of a nationally recognised Teaching Qualification (Further Education). In 1993 the SOED published the report of the Review Committee for the Initial Training of Further Education College Lecturers, under the chairmanship of Professor Kathleen Anderson (*Initial Training for Further Education College Lecturers*) which had examined the nature and scope of initial training in this area. Among the main recommendations of this committee were that:

- all further education college lecturers, including part-time and temporary, should receive professional training to help ensure high standards of teaching in colleges
- there should continue to be Certificate in Education (Further Education) courses leading to a nationally recognised Teaching Qualification (Further Education)
- it should not be compulsory for lecturers to undertake a course but it should be highly recommended to them; however, the teaching induction part of the course should be compulsory for all lecturers.

It was suggested that higher education institutions should play an increasing role in providing initial training for further education lecturers, perhaps by forming 'consortia' with groups of further education colleges.

The model of training put forward by the Anderson Committee was of a short compulsory period of initial training (which they referred to as 'induction') which would introduce lecturers to the basic skills and competencies required for their teaching work, followed by a longer, optional, certificated qualification. Research conducted by SCRE (*Customers' Views of Further Education Lecturer Training*) had shown that this was a pattern of provision favoured by lecturers themselves.

This model from further education is interesting in the present context for two reasons. First, the 'compulsory basic skills plus optional follow-up' model has parallels with much of what we discovered in this study. Secondly, at least some of our respondents who are involved in staff development and the provision of initial training, were aware of the committee's recommendations that higher education institutions should have a greater involvement in FE lecturer training. There were suggestions that some HEIs were considering becoming so involved, and would wish that any provision they made should be congruent with the committee's recommended model.

The three reports mentioned all offer reflections on, and recommendations about, teaching and training for teaching in tertiary education. At the same time as these were being published there were a number of other initiatives which had a practical impact on the nature of teaching in higher education, and the amount of attention devoted to it by practitioners in higher education. These need only be mentioned briefly, but included:

- the activities of the Higher Education Quality Council (HEQC) and the Scottish Higher Education Funding Council (SHEFC) in quality audits and teaching assessment exercises have exerted external pressure on HEIs to examine the

nature and quality of their teaching and support for teaching staff

- similarly, the introduction of staff appraisal systems and an increasing emphasis on internal quality assurance procedures have promoted greater awareness of teaching issues within HEIs
- other initiatives have contributed to the focus on teaching, although it may not necessarily be their main concern. For example, the Further and Higher Education Charter for Scotland (FHEC) emphasises that students, as clients, have the right to have certain expectations regarding teaching quality. The Enterprise in Higher Education initiative (EHE) went some way towards promoting innovative approaches to teaching and learning in those institutions which took part in it.

Therefore there have been a number of forces at work on higher education institutions, all of which have tended, to a greater or lesser degree, to focus attention on the quality of teaching offered and, consequently, on the support available to staff in their teaching.

The institutions included in the research

In view of the separate traditions of the former universities and central institutions, and the differences that this gives rise to in their organisational structures, cultures and working methods, it is necessary to distinguish between them. In this report we do so by referring to 'pre-1992 universities', and 'former central institutions (CIs)'. As one would expect, there are differences in the types of provision made for staff induction and training in the two groups.

In order to concentrate resources on examining general academic HE provision in Scotland, a decision was taken to exclude a number of 'monotechnic' institutions which might be thought to have a more specialised professional agenda. This meant that, amongst others, the colleges of education and the art colleges were excluded (although some of these have close affiliations with HEIs which were included).

In all, fourteen higher education institutions were approached to take part in the project. These were:

- University of Aberdeen
- University of Abertay (Dundee Institute of Technology at the time of the interviews)
- University of Dundee
- University of Edinburgh
- Glasgow Caledonian University
- Glasgow University
- Heriot-Watt University
- Napier University
- University of Paisley
- Queen Margaret College
- The Robert Gordon University
- University of St Andrews
- University of Stirling
- University of Strathclyde

We were unable to include two of these institutions in the project. In one the Principal did not grant us permission to approach those responsible for staff development and training as he felt that they were already under significant pressure from other work. The fact that SHEFC teaching quality assessment exercises were taking place in several departments at or around the time of the proposed interviews was specifically mentioned. In the second it proved to be impossible to arrange an interview with the appropriate member of staff. However, both of these institutions were involved in collaborative arrangements with other HEIs and we were able to get some idea of the basic provision available for new members of academic staff from the institutions with which they collaborated. For a variety of reasons the information from one interview in one institution had to be abandoned. We therefore report data from interviews conducted in eleven higher education institutions which cover the provision in a total of thirteen institutions.

■ Limitations of this study

There are certain factors which limit the claims which can be made in this report. Firstly, we are reporting the perceptions of respondents, particularly in the second, survey stage of the project. We have no way of knowing the extent to which these perceptions reflect the reality of the impact of the training which they have received, nor have we any objective measure of the effect of that training on their teaching. What we can report are the views of a group of committed higher education lecturers who have taken the time to consider the questions which we put to them, and frequently took the opportunity to comment at some length on their experiences.

Secondly, all of the information contained in this report was obtained at a time when a great many changes were taking place in the higher education institutions concerned. Increasing attention was being given to the quality of teaching, and to ways in which it might be enhanced. The changes which this was bringing about will continue to affect patterns of provision of staff support and training, and the needs and expectations of the staff themselves. Therefore this report presents a historical picture of initial training at a particular time. At best it should be seen as a 'snapshot' of a moving target.

Thirdly, the report cannot pretend to present a comprehensive picture. Scottish higher education has its own distinctive traditions but it does not stand alone, and will always be influenced by developments elsewhere. Within Scotland, moreover, we have not attempted to cover all the institutions which exist. While we succeeded in gathering some information for the first stage of the project from a range of institutions, it is a matter of particular regret to us that we were unable to include staff from one of the former central institutions in the survey in stage two of the project.

2 The stage one interviews

The main points from the interviews are as follows and are summarised in *Table 1*.

1. There is currently a great deal of fluidity in the provision of teaching support and induction in Scottish HEIs. It may be indicative of the pressure of change on HEIs, and the increasing attention being given to matters concerning teaching and learning that of the eleven institutions in which we conducted interviews, five underwent substantial reorganisation of teaching support and staff development in the months immediately preceding or following our interviews. The HEIs concerned were numbers five, seven, nine, ten and thirteen in Table One. These reorganisations involved the merging of departments or units; the creation of new units in some cases; the reallocation of responsibilities amongst senior staff and, in the case of HEI10, changes to the provision available. A lesser degree of reorganisation took place in HEI6, but this did not directly affect the provision of induction, training or staff development, or the personnel responsible for its provision. In addition, HEI 8 and HEI 11 had definite plans for changes or additions to their initial training in teaching methods.

   There was no overall pattern which could account for all of these changes, but there were two factors which did recur in different institutions. The first was that in several instances the organisational changes related to increasing the profile of quality assurance by creating new units with responsibility for quality of provision (which includes the quality of teaching). The second factor was that several of these institutions had received funding under the Enterprise in Higher Education (EHE) Initiative. This funding was now coming (or had come) to an end and the Enterprise Centres which had been created were now being integrated into other services. One of the aims of Enterprise in Higher Education had been to promote innovative approaches to teaching and learning.

2. In ten of the eleven institutions where we conducted interviews we could confirm that there was some form of written policy on induction and initial training. These varied greatly in their degree of formality, from highly detailed documents intended for institutional committees to brief informational leaflets intended for staff.

3. All those institutions which had a written policy had some form of 'organisational induction' conducted at institutional level. This varied from half a day in the case of one institution to 2–3 days in the case of another, but in half the institutions the length was one day.

   'Organisational induction' in this case refers to an introduction to the structure and administration of the institution, and not to matters relating to the academic concerns of the new member of staff.

4. It was possible to identify two broad categories of training in teaching methods:
   - preliminary 'survival skills' courses
   - follow-up or 'part 2' courses.

Table 1: Summary of Provision in HEIs

	Initial training in the form of short block(s) only								Initial training in short block plus extended study available				
	Group 1 (Smaller universities in consortium)				Group 2 (Larger universities with specialist centres)				Group 3 (Former CIs)				
	HEI1[1]	HEI2	HEI3	HEI4[4]	HEI5	HEI6[6]	HEI7	HEI8	HEI9	HEI10[11]	HEI11	HEI12	HEI13[14]
Is there a written policy?		Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Organisational induction?		Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Length of organisational induction?		1 day		1/2 day	2 day	1 day	2 days	1 day	1 day	2-3 days in 1/2 day blocks	1 day		1 day
Is there a basic teaching 'survival skills' course?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes - plans[13]		For some[15]
Length?	3 days	3 days	3 days	3 days	3 days	3-4 days	3 days	3 days	3 days	Varies - series of 1/2 day sessions	2 days - plans		
	Collaborative course						Collaborative course						
Compulsory?		Yes		Yes	'Encouraged'[5]	Yes	Yes	Yes	Yes	Yes[12]	Will be (94-95)		N/A
Structured follow-up / "Part 2" course?		Some[2]				Yes	Yes[7]	Plans[8]	PGC TLTM	PGC TLTM	PGC TLTM	PGC TLTM	PGC TLTM
Length?						2 days	3 days		open - self study of approximately 300 hours (slight variation between institutions)				
Compulsory?		No				Yes	Yes	No	No[9]	No	No	No	No
Institutional Staff Development Programme of events?		Yes		Yes	Yes	Yes	Yes	Yes	No (Dept Progs)[10]	Yes	Yes	Yes	Some (Plus Dept. Progs)
Is this run by the same people who run the teaching and learning courses?		Yes		Yes	No	Some (also others)	Some (also others)	Yes	Dept responsibility	No	Yes		Depts

Notes:

[1] HEI1 declined to take any part in this project because of pressure of work on academic staff. We have some knowledge of its provision because of its involvement in the consortium with other HEIs.

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[2] HEI2 occasionally sent some staff to attend an additional course run by another institution.

[3] It proved to be impossible to arrange an interview with the appropriate member of staff in HEI3. We know of its provision through the consortium.

[4] HEI4 provided the sample for one of the two case study surveys.

[5] HEI5 preferred not to state that their initial training course was compulsory, rather it was 'encouraged'. However, it was strongly encouraged.

[6] HEI6 provided the sample for one of the two case study surveys.

[7] New academic staff in HEI7 were also expected to attend a certain number of specificed events from the institution's staff development programme before completion of their probation.

[8] At the time of the interview HEI8 had definite plans for a voluntary course, based on modules, which they had designed in conjunction with another institution (not involved in this project). The modules which formed the basis of this course would, it was hoped, allow the participants to build up credits which might eventually lead to a teaching qualification, perhaps allowing progression to masters level.

[9] Whole course not compulsory, but Module One is compulsory for new staff.

[10] The interview in HEI9 was with a senior academic who had recently taken over responsibilty for staff development following a reorganisation. This respondent stressed that there was a substantial amount of staff development organised at departmental level, and some at institutional level, but that, because of the reorganisation the 'institutional programme' was not yet formed.

[11] The Post Graduate Certificate in Tertiary Level Teaching Methods (PGC TLTM) course in HEI10 was to have formed the basis of one of the case study surveys, but because of internal reorganisation the institution declined to take part. This reorganisation involved a revision of the TLTM course and the senior management felt that information relating to the previous, unrevised, course would not be relevant to them.

[12] HEI10 avoided using the term 'compulsory', although it was clear that all new staff would, in normal circumstances, be expected to undertake this initial course.

[13] At the time of the interview HEI11 had finalised plans for a compulsory 2 day introduction to teaching course which would begin in session 1994-95.

[14] At the time of the interview the respondent in HEI13 stated that there was very little initial training organised on an institutional basis. However plans had been formulated and HEI13 has since established a new unit with responsibility for matters relating to teaching and learning and associated staff development.

[15] Some members of staff, from one faculty, in HEI13 were sent on a course provided by another institution.

'Survival skills' courses, as one respondent referred to them, tended to consist of short introductions to teaching methods, often conducted interactively, with use of discussion groups and video-taping of practice lectures. They were not, however, narrowly conceived, including support in developing basic teaching skills, but also some introduction to the deeper issues underpinning teaching and learning. One respondent referred to this type of provision in the following way:

> *... there is a genuine need for what are sometimes called 'tips' ... advice about how to use the overhead projector and not stand in front of it and so on ... some simple distilled wisdom presented in a nice way ... and allowing it to come through discussion and so on ... the other main thing of course is reflection, encouraging people to become reflective practitioners.*

This division of courses into two broad types roughly reflects the model proposed by the Anderson Committee for the training of further education lecturers.

The aim of becoming a 'reflective practitioner' could be pursued further through some form of 'follow-up' or 'Part 2' courses. In the cases of HEIs 2 and 3 these were blocks of around three days which were a compulsory part of the new member of staff's initial training. Elsewhere they could take different forms and tended to be longer, and voluntary.

5. In nine out of eleven institutions there was, in addition, an on-going staff development programme run at institutional level. In the other two staff development programmes were run at departmental level (although one of these did provide a small amount of staff development at institutional level). Staff development was not necessarily provided by the same people (or institutional unit) as provided the induction programmes. On-going programmes of staff development tended to be provided in the form of workshops or seminars and covered a range of topics, including matters relating to teaching and learning, but also computing and information technology, management issues, personal development and 'current issues'.

■ Types of training

There were two main types of provision of training in teaching skills apparent from the data which we gathered, although it was possible to further sub-divide one of these types into two sub-categories. The main division reflects the difference in history and development between the 'pre-1992 universities' and the 'former central institutions'.

These two main types were:

- training in the form of a short block, or blocks, of intensive workshops and seminars, usually conducted on a residential basis. Any further training would then come in the form of normal staff development workshops or seminars. This was the normal pattern in the 'pre-1992 universities'.
- optional study towards a post-graduate certificate in tertiary level teaching methods, after an initial 'survival skills' course, similar to those offered in the first type above. This was the pattern in the 'former central institutions'.

The first type of provision could be further sub-divided using organisational criteria, into a group of smaller institutions who co-operated in a consortium to provide a joint course, and those larger institutions, where there was a central, specialist unit dealing with initial training and staff development.

We have therefore categorised the institutions into three groups as follows:

(1) Those smaller 'pre-1992 universities' which have a relatively long history of collaborating together in a consortium to provide a short residential course in a fixed block.

(2) Large 'pre-1992 universities' which have specialised units concerned with teaching and learning, and which run their own courses in a short block or blocks.

(3) Those 'former CIs' which, as well as providing some initial 'survival skills' courses also provide access to the post-graduate certificate in tertiary level teaching methods (PGC TLTM) course.

This categorisation is based on a mixture of criteria, including size and history as well as nature of the initial training provision. It must be seen for what it is – a convenient way of organising our data, rather than a hard and fast division between institutions. It should not be allowed to obscure the links which sometimes exist between HEIs which have been categorised in different groups. The most obvious overlap between groups is the collaborative course run by two institutions in group two and one in group three.

In many ways the 'staff development' community in Scottish HEIs is a relatively small group of people who tend to be reasonably well aware of one another's activities, and to have many links, both formal and informal, with one another. As well as the organised collaborations between institutions in group one, it was relatively common for respondents to tell us of occasions when they had 'bought in' places on other institutions courses for small numbers of staff. This, together with the large amount of reorganisation and revision of courses which we have mentioned above, reinforces the impression of fluidity of provision which we obtained.

■ Continuing staff development

It was beyond the scope of this project to examine in detail all of the continuing staff development that was available within these institutions, beyond the stage of initial induction and training. 'Staff development', in its widest sense, tended to be provided at different levels within the institutions:

> Staff development ... still rests with the head of department ... we have three elements of the budget. A budget is held by the head of department for staff development. Also by a faculty, that's a second part. There's a third part held centrally. So the staff development of a member of staff is the responsibility of the head of department. It's not my responsibility, and therefore I have not been involved in any of the appraisal, the line management, the identification of needs. My role as the staff development co-ordinator is to co-ordinate the provision ... (HEI9)

Given this diversity of provision, we could do little more than gain an impression of the nature and extent of continuing staff development in these institutions. We asked our respondents if they could give us some idea of: who provided staff development in their institutions; approximately how many staff might be involved in any given period; what factors influenced the nature and content of the provision. Not all respondents were able to give us full or clear answers to all of these questions, but the information supplied is summarised in Table 2.

Table 2 *Continuing staff development*

	Provision by:	Estimate of attendance at internal, centrally provided, staff development:	Factors which informed the programme:
HEI2	Centrally provided staff development programme plus dept. provision	'Varies a lot' – no estimate given (Staff = <500)*	Central 'advisory' team. Staff appraisal scheme contributes
HEI4	Centrally provided staff development programme plus faculty and dept. provision	c200 staff attendances in typical year (Staff = <500)	Heads of dept. are responsible for staff development decisions
HEI5	Centrally provided staff development programme plus 'departmental discretionary funds used for training'	'c10% of staff per year' take part in centrally provided staff development (Staff = 500–1000)	Outcomes of staff appraisal fed into staff development decisions
HEI6	Centrally co-ordinated staff development programme provided by a number of agencies	845 staff attendances at 33 events in typical year (Staff = 1000+)	staff appraisal
HEI7	Centrally provided staff development programme	308 in typical term (Staff =1000+)	use of staff appraisal and evaluation forms
HEI8	Centrally provided staff development programme plus work with depts.	'Just about everyone' (Staff = 1000+)	'Use of staff appraisal leads to a personal development plan'
HEI9	No centrally published programme – 'rests with the dept'.	No information (Staff =<500)	Staff development is 'responsibility of the head of the department'
HEI10	Centrally provided programme plus faculty provision	c150–200 staff attendances in a typical term (Staff = 500–1000)	No information
HEI11	Centrally provided programme plus devolved dept and faculty budgets	155 staff attendances at centrally provided events reported in typical year. (Staff = <500)	Decisions about staff development 'taken at department level'. 'Career review' scheme operates for staff
HEI13	Centrally provided programme plus dept provision	No estimate given	a 'career review' scheme is linked to staff development

Note: HEIs have been classified according to the numbers of full-time academic staff as follows:
<500 = fewer than 500 full-time staff
500–1000 = between 500 and 1000 full-time staff
1000+ = more than 1000 full-time staff

We can see that in most HEIs there was some form of central provision of staff development, plus departmental or faculty provision. The numbers of staff affected by the centrally provided staff development were variable and must be regarded as rough estimates only in some cases, but do reveal a substantial amount of activity in these institutions:

> *There's a whole range of events covering teaching methods, skills training, presentation skills ... we have an academic scheme in place, staff development and career review ... and we're in the process of extending this to literally every member of staff [including non-academic]* (HEI11)

> *We address it in two main ways. One is to run a big programme of events ... but our main effort in addition to that is to try to work with departments and groups, to get a link with a department and then to work with them in a sustained way ... and that is ... an extremely effective means of staff development.* (HEI8)

Staff appraisal and career review schemes are being systematically used to guide the provision of staff development in at least seven of these institutions.

We were able to obtain documentation describing the staff development programmes from several of these institutions and examine them in the light of interview data. We cannot quantify the amount of provision in each area, but would suggest that the typical staff development provision in these HEIs could be categorised as follows (the titles given are actual topics from one HEI);

- There is a large amount of staff development which is concerned with each individual's *academic specialism*. This would tend to be dealt with at departmental level and would include specialist seminars and workshops, attendance at conferences, and matters related to specialist academic research
- 'Pedagogic' topics tend to feature in all programmes. *Teaching, learning and assessment* are covered in workshops and seminars with titles such as 'Preparing and planning for teaching and learning', 'Managing larger groups' or 'Evaluating teaching'
- There tends to be provision for training in *management and administration* ('Departmental finance', 'Staff selection')
- *Personal development* is catered for with such topics as 'Time management', 'Assertiveness' or the availability of foreign language classes
- *Current issues* in education also tend to feature in programmes of staff development. These will vary with time, but 'Quality assurance' was a common topic in programmes at the time of our interviews
- Training in *computing and information technology* tended to be available in differing amounts between institutions. At least one institution had a programme introducing new information technology under way at the time of the research, and this may have led to a greater emphasis being put on this aspect of training by our respondents in this institution.

In all institutions there were programmes available which were primarily directed at technical support staff, or secretarial and administrative staff.

Teaching and career development

Earlier we noted Elton and Partington's (1993) suggestion that excellence in teaching should be recognised in academic promotion structures. We were interested to discover the extent to which our respondents felt that teaching was valued within their institutions, and whether, in their view, excellence in teaching had a role to play in the career enhancement of academics. Their views are summarised in Table 3. These responses are not 'hard' quantitative data, nor do they represent 'official' pronouncements. Rather they are the informed opinions of a group of senior people who are actively involved in staff development and who are aware of the pressures and influences at work on their colleagues.

Table 3 *Interview respondents' views on the role of teaching in career enhancement*

	Negative	Mixed	Positive
HEI2		Teaching status '*low*' but '*growing in importance*' - '*research is how you get promotion*'	
HEI4	Teaching and research are perceived to '*differ in status*'		
HEI5		teaching, research and '*other contributions*' are officially seen as of equal importance but - '*perception amongst staff that publishing is more important*'	
HEI6	'*Not a lot compared to research*'*		
HEI7			Equal weighting given to teaching, research and administration
HEI8			Teaching is '*accepted as important*' and features in appraisal. Promotions are being argued on basis of teaching, using teaching portfolios.
HEI9		'*Enhancements*' are offered for teaching, but no mention made of promotion.	
HEI10	research has higher priority because of pressure from the research assessment exercise		
HEI11		teaching increasing in importance but has '*not much*' role in career enhancement.	

*However, our respondent from HEI6 has subsequently pointed out that promotions have been awarded on the basis of teaching expertise, and that the use of teaching portfolios has recently been introduced into the promotion process.

We can see from Table 3 that the views of these respondents about the status of teaching as against research, are mixed. There remains much of the traditional perception of teaching in higher education as being less important to individuals' careers than their research. It is interesting that there was no clear difference in this respect between the 'pre-1992' universities and the former central institutions. However, there are indications in some of these institutions that there are changes occurring, whether or not the perception of staff remains that teaching is a secondary activity.

The two institutions where we found the most positive views had each taken active steps to promote the idea of excellence in teaching as a route to career enhancement:

> *In the newsletter of about a year, eighteen months ago, there was an article by the quality assurance officer which showed the number of promotions which had come from strengths particularly in the teaching field. That was a very deliberate attempt to show to all academics the shifting emphasis* (HEI7)

> *We've just changed our [career] review form ... what we've included now is a page ... that is more qualitative, that asks you to talk about ... philosophy of teaching ...*
> *... the university has made promotions in the last few years on the basis of outstanding teaching, and has made quite a lot of discretionary awards.* (HEI8)

However, there were occasional indications that attention was sometimes being given to teaching for reasons which were not in themselves positive:

> *... it's harder to get research money these days ... and a lot of people are taking teaching very seriously.* (HEI7)

It may be that, in time, a combination of increasing awareness that advancement is possible through demonstrating high teaching skills, plus increasing external pressures to enhance the quality of teaching, will lead to a greater perceived status for teaching in higher education institutions. Certainly the trend would seem to be in this direction, although the shift in perceptions amongst staff is relatively small.

3 Three kinds of provision

In chapter 2 we outlined three types of provision of initial training for lecturers in higher education. In this chapter we shall look more closely at examples of each type.

■ Group One: short courses provided by a 'consortium'

The institutions in this group collaborate to provide an annual initial training course for academic staff, held in each institution in turn with staff from all four attending. They have varying histories, but are all comparatively small, 'pre-1992 universities'. Numbers on the course are limited to around forty and, on occasion, each of the institutions has had to make other arrangements for individual lecturers to receive initial training. It was not unknown, for example, for new members of staff to have been sent on a course run by an institution in Group two, if space on such a course was available at the appropriate time. In addition individual departments, faculties or schools within each institution, as required, ran staff development programmes aimed at meeting the particular needs of their own staff.

The Course

As well as running, annually, a three-day initial training course for new members of academic staff, the consortium organised:

- an annual management and leadership conference
- a support staff programme, including courses on communication skills, delegation and supervisory roles.

The annual three-day initial training course was focused on training new lecturers for the tasks they would encounter in the first few years of their career. A typical course programme included:

- Lecturing: a talk
- Video-recorded lecturing practice
- Working with groups
- Student assessment and student learning
- Quality assessment
- Reflection on personal staff development needs.

Staff with no previous teaching experience or teaching qualifications were expected to undertake initial staff training. There was sometimes an attempt to avoid saying that attendance was compulsory.

One respondent (from HEI4) characterised the course provided by the consortium as a combination of teaching practice and awareness raising, with an underlying notion of the reflective practitioner underpinning it:

> *... it was a model of the micro-teaching situation where people have a presentation at the very beginning ... talk about why teach, what you teach, how you teach, the problems of teaching ... and then they're broken up into groups of about six, each with a tutor. They've been heavily briefed the night before, they have had at least two postings – with materials in – saying that they will be expected to give a teaching performance, usually it's nothing more than fifteen minutes ... which will be videoed ... we go through a kind of teach, analyse, teach, analyse,*

> *teach, analyse sequence. For them it's a dynamic and fast-flowing kind of day ... almost what I'd call an experiential day, awareness raising, getting people to realise that before you teach you should plan and you should prepare. I suppose ultimately underpinning it is a very crude model of the reflective practitioner .... teaching is an intentional act. What is the intention of teaching? To bring about learning ... shouldn't we just reflect about how we're going to measure what the students have learned? ... How do you actually assess? ... and we focus very much then on student learning ... that's not the order every time, it varies ...[the final session] ... is issues of the day, major concerns. The last one we looked at was the whole issue of quality audit and quality assessment.*

A colleague of this respondent, from another institution in the consortium, aware that the course was trying to meet the needs of two different groups of staff (those completely new to teaching, and those who wished to expand their repertoire of methods) said:

> *... my feeling is that the group usually splits into two, in that you have the lecturer who's literally never given a lecture before, who's just started and he's not been faced with a group. So he's obviously wanting a confidence building session. The videoing session is very important for everyone ... There are some however who have been research associates for the last ten years, and they've been lecturing in that time, so they feel quite confident about standing in front of the group, but they want more sophisticated techniques ...*

However this same respondent was all too aware of the limitations of what was possible in a short course:

> *I see that it's a big subject. This is the problem, you can only bite at the surface, you're not really getting into it in depth.*

Each member institution of the consortium had a staff development programme which included many short optional workshops and events on a range of specialised subjects from computing and information technology to management skills. Within HEI4, for example, topics in a typical recent academic session had included:

- briefings for advisers of studies
- 'Working with students in seminar and tutorial settings' (for teaching assistants)
- 'Dimensions and differences in student learning'
- 'Helping adult students cope'
- 'Improving student learning'
- NVQs / SVQs
- a course for new heads of department
- 'Writing up your research for publication'
- 'Writing for the more popular press'
- a course on applying for Research Council grants.

Members of staff from this institution attended a number of staff development events held at other HEIs.

■ Group two: short courses in larger HEIs

The institutions in this group each have a specialist centre which deals with matters related to university teaching and learning (and may also cover other related areas). They are all larger, established universities. The main features of provision in this group are an initial course of around three days which provides an introduction to teaching 'survival

skills' for academic staff, plus a variety of specialist short courses or workshops provided by a specialised department or centre within the institution. In two cases there is a second short course which new staff members are expected to take within their first year of teaching. The expectation in these institutions is that inexperienced and unqualified staff will undertake initial staff training, but there is sometimes a deliberate attempt to avoid saying that attendance is compulsory. Exemptions are available for those who have long teaching experience or who have attended courses elsewhere.

The Course

Our second case study focuses on one of the institutions from this group (HEI6).

The initial staff training course was delivered in one block spread over three-and-a-half days. Its aims were stated as follows:

- To consider the range of teaching responsibilities generally required of the university teacher
- To acquire frameworks of understanding about key professional practice (e.g. group-based learning, lecturing, assessment, course planning) and to practise and refine skills in these areas
- To deepen understanding of learning, teaching and student-teacher relations.

The course included sessions on:

- Developing a teaching portfolio
- Understanding how students learn
- Tutoring and advising
- Group-based learning
- Lecturing
- Assessment
- Feedback on teaching

Activities included asking the new members of staff to deliver a short lecture, which was videoed and discussed with them afterwards. Video was also used in sessions relating to tutorials and group management.

The later, second, stage of provision in this institution included topics on quality in learning and teaching; designing and developing courses; and appraisal and career development. Our respondent explained the structure in this way:

> *What we've done is to structure the course in such a way that you can start at either A or B. So if you're a new lecturer, say if you're appointed in June, you're automatically informed of that contractual requirement, you'd get a copy of the course brochure, your head of department would also have that drawn to his or her attention. You can opt at that stage to come on stage A and B in their standard order, or you can say "No I can't make it this September, I'll come to B at Easter and A next September". You can do things in reverse...*

This respondent explained how the two parts of the course had different emphases reflecting the individual needs of the new lecturer for basic skills and, to an extent, the external influences now at work on higher education:

> *...[Stage A] it does give you overviews of things like the basic skills of lecturing, it's very much practice-based. You prepare a mini-lecture of twenty minutes, you deliver that, you get feedback on it ... everything that (the lecturers) do by way of teaching practice gets video-taped, and*

> *that remains in their possession ... it's a way of them reflecting on their expertise ...*
>
> *... in broad terms the course is based around the basic skills of teaching, lecturing, small group teaching, assessment and so on. Stage B is slightly different ... it focuses much more on course design. That's very much now in the context of quality assurance, quality assessment, audit and so forth ...*

All participants in the course were issued with a personal portfolio which they were encouraged to use for recording and reflecting on their experience. This was clearly seen as a means of combining the instruction in basic teaching skills, which formed a large of the course, with the formation of 'reflective practitioners':

> *... this is what we call the professional development portfolio, and we use that alongside the course materials ... in relation to lecturing for example ... they reflect on where they are, and then when they do the lecture practice there are various questionnaires, observational checklists and other methods of giving feedback. So everyone has experience of getting feedback in two or three different ways and giving it in two or three different ways ...*

In addition to organising this initial staff training the specialist centres in all of the institutions in this group were responsible for running extensive staff development programmes for all staff. Some indication of the coverage of these staff development programmes was given earlier in Table 2. The content ranged from basic introductory courses for laboratory demonstrators through to specialist, or special-interest topics such as communication skills; stress workshops; quality assurance; management skills; and computing and information technology. In HEI6 the short courses and seminars which were offered by the specialist centre were grouped into several themes:

- Induction and in-service training
- The enhancement and promotion of excellence in teaching
- Academic audit and related activities
- Research and development work on the evaluation of teaching
- Activities in collaboration with, or on behalf of, other HEIs.

As well as the specialist centre dealing with teaching and learning, there were other specialist centres within these institutions offering a range of staff development opportunities. These other centres included the university library computing services and (where applicable) Enterprise Centres. The opportunities offered by these centres tended not to relate directly to teaching and learning, with the exception of some developments fostered by the Enterprise in Higher Education Initiative.

Group three: extended study in the former central institutions

The distinctive feature of provision in this group is in the opportunity provided for staff to extend their training in teaching methods beyond basic introductory courses. This provision is based on, or an adaptation of, a model proposed by the Central Institutions Committee for Educational Development (CICED) and is formally recognised by the award of a Postgraduate Certificate in Tertiary-Level Teaching Methods (PGC TLTM). These certificates are awarded by the institutions themselves and are not recognised as SOED approved courses. All of the institutions in this group are former central institutions.

A distinctive feature of these courses is their mode of delivery: each is a part-time course made up of learning modules with a mixture of open learning and negotiated

assignments. The course document for one of these courses described the mode of delivery as:

> ... organised on an open learning basis. There are no formal classes, all the work being carried out by self-study teaching methods backed up by individual tutorials and group activities of various types. This enables the course members to fit the work of the course into their normal work schedules with the minimum of disruption.

Support is available to the course members from course tutors / mentors (terminology varies between institutions), and workshops on particular teaching topics may occasionally be organised.

The notional length of a typical course is around 150 hours, plus a similar period of time to complete the work on the assessed assignments for each module (the specified time allocations vary between institutions). The entire course should be completed in between two and three academic years, though this can vary depending on the amount of time and commitment which the course member can devote to the work.

One of our respondents who had been involved with this course from its earliest days explained its origin and rationale in this way:

> *It was arrived at because we realised that it was going to be totally impractical to expect busy lecturers to come along to a conventional course. We had to produce a course that was going to fit into their life-styles and their work-styles. It was developed along with colleagues in other Scottish Central Institutions as they then were ... it was CICED [Central Institutions' Committee for Educational Development] that developed the course ... the request for the course came from the chairman of COPADOCI [Committee of Principals and Directors of Central Institutions] ... he wrote to CICED and asked about developing a course on teaching methods for in-service staff. So we did it. Back in 1988 it started running.*

The Course

Our third case study focuses on one of the institutions from this group (HEI10).

At the time of our interview the provision of initial training in teaching in this institution took two forms:

- a post-graduate certificate course, which all new members of staff were expected to undertake if they had neither a formal teaching qualification nor more than three years experience
- a series of half-day seminars on teaching topics

The series of seminars was primarily intended for new staff, but was open to all. The topics covered supplemented the post-graduate certificate and could vary. A sample programme of seminar subjects from one academic session is given below:

- Writing quality learning outcomes
- Designing instruction
- Planning and delivering a quality lecture
- Assessment I – Developing and implementing written assessment
- Assessment II – Developing and implementing objective tests
- Assessment III – managing student projects
- Planning and managing quality seminars and tutorials
- Designing and developing quality audio-visual resources

- Managing quality student centred learning
- Evaluating one's own teaching.

The PGC TLTM was designed to provide staff with the competencies that are required to teach effectively at tertiary level. Specifically the aims of the course were stated as follows:

The course is designed to enable staff to:

1. plan effectively their instructional design;
2. select appropriate teaching / learning methods for achieving the various learning outcomes that they can identify for their students;
3. make informed judgements of the selection and use of
   - teaching / learning methods
   - presentation techniques
   - instructional media
   - assessment techniques
   - evaluation methods

The documentation for the course stated that

> The course is modular and is organised on a self-study basis. There is no module choice, but the course does have a great deal of in-built flexibility and will be tailored to individual needs through assignments activities ...
>
> ... each module will require the participant to work through set material with the aid of a study guide / workbook / set texts and then carry out an assignment based on the work. The exact nature of the assignment for each module will be negotiated between the participant and his or her mentor, in order to ensure that the work carried out has relevance to the participant's work situation ...

The eight self contained modules which made up the course were:

- Module 1: Educational Objectives
- Module 2: Selection of Instructional Materials
- Module 3: Production of Instructional Materials
- Module 4: Student Assessment
- Module 5: Use of Mass Instruction Techniques
- Module 6: Use of Student-Centred Learning Methods
- Module 7: Use of Group Learning Methods
- Module 8: Evaluation.

Each of these modules is described in terms of behavioural objectives.

There was a strong expectation in HEI 10 that new members of staff would undertake the course, although the words 'compulsory' or 'requirement' were carefully avoided. This was formally stated in the course documentation as follows:

> All new members of staff (i.e. those without a formal teaching qualification or less than three years experience) should be required to undertake a formal development programme in teaching methods towards a Basic Certificate in Teaching Methods.

Our respondent explained that the unusual phrase 'should be required' was an attempt to indicate a level of obligation without necessitating a change in conditions of employment.

The situation up to and including the time of the interview, had been that all new members of staff were expected to participate in the PGC TLTM course, and that the other series of half-day seminars was regarded as optional. However, as a consequence of reorganisation and reconsideration of the institution's provision, this position was about to be reversed, with the seminar series becoming compulsory and a revised version of the certificate voluntary (this is the position noted in Table One).

An unfortunate consequence of this reorganisation and revision was that at the time when the survey of course participants was about to begin HEI10 withdrew their permission for it to be conducted, on the grounds that data based on their previous provision would no longer be relevant to their current and future practice.

Discussion

Aims of Initial Training

From the information gathered in the interview stage of the project we can see that the provision of some form of training in the basic 'survival' skills of teaching is an almost universal feature in these institutions. Given that the target audience for this provision will include academics who have no previous experience of teaching, this emphasis is understandable. One aim of all of these courses would be the prevention of what one respondent described as the necessity to 'learn by fear' in front of classes of students.

Anecdotal evidence from our interviews, and from elsewhere, suggests that this fear can be very real, and very intense, for some new members of staff. The need to deliver a public performance in front of often large groups of students is an entirely new demand for some, who may have nothing to guide them but their increasingly distant memories of their own student experience. There is a strong contrast between the requirement for complexity and closely argued detail which is demanded of academic research work, and which is often a very private and personal interest of the academic researcher, and the need for clarity and concision, if not simplicity, in the public performance which constitutes the presentation of their teaching. For such new members of staff these courses can provide a survival kit of basic teaching tips, and also give them a chance to practice their teaching in a relatively safe environment.

Almost all of the respondents in Groups One and Two – the providers of short courses – would go on to claim that there was an element of encouraging reflection on participants' own practice. Some of these respondents used the term 'reflective practitioner' to describe what they hoped participants would become, although they would acknowledge that they were limited in the extent to which they could claim to promote this in a short course. One respondent spoke at length of the basic premise that 'teaching is an intentional activity' and went on to derive from this premise the rationale and content of that institution's initial course.

It is certainly the case that all these courses did encourage the participants to consider the effects of their actions on students and to think of learning from the students' point of view. On the whole, however, the idea of the 'reflective practitioner' was seldom analysed in detail and may not always have been clearly conceptualised. There is a danger that such an idea can become too vague to have any real meaning or impact. Nevertheless, as we shall see from the report of the survey which follows in the next chapter, there was evidence that these courses did provoke reflection and increased awareness amongst participants.

Contrasting forms of training

The greatest contrast between forms of provision is that between the short courses offered by the institutions in Groups One and Two, and the optional post-graduate certificate offered by the institutions in Group Three. This post-graduate certificate has several distinctive features:

- it is considerably longer than any other provision available
- it is delivered as self-study open learning modules (with an element of institutional support)
- it is structured (and described) in terms of behavioural objectives.

The aim of the modular, open-learning structure was clearly to allow the course to fit into the schedules of busy academics. However, it is worth noting that we know of only one institution which had made this course compulsory for new members of staff. Even in that institution the course was no longer to be compulsory from the academic session following our interviews.

The behavioural objectives model on which this course was based is one which is no longer current in other areas of education. It is open to the criticism of being (at least potentially) mechanistic, and has largely been superseded elsewhere by a more competence-based approach to the design of training courses. ('Elsewhere' here refers to the wider world of education and training: the courses for higher education staff available in the institutions of Groups One and Two were not competence based.) It is worth noting that none of our interview respondents in group three institutions made explicit reference to promoting the idea of the 'reflective practitioner'. However, this may have been because it was taken for granted. It was certainly the case that participants were encouraged to evaluate their own performance against the objectives for each of the modules in the course, and this may be said to encourage reflection. The benefit of this is that it provides a structure to their self-evaluation, the danger is that the reflection is restricted into narrow channels by the objectives.

Departmental staff development

It was beyond the scope of this project to investigate in any detail the provisions for staff development which were being made at departmental level. However, some of our respondents did refer to work which they did with individual departments. Often this was in relation to quality assessment exercises. The less satisfactory approach (for the staff developers) was to be called in after a quality assessment exercise in what was referred to by one respondent as a 'fire-fighting' exercise. This same respondent assured us that this was now happening less as departments became aware of the demands of quality assessment. The staff developers were now more likely to be called in before a quality assessment in order to help a department to prepare for it.

There remains a question in our minds about the degree of coherence which may or may not exist between the staff development which is provided at institutional level, and that which is provided by the departments.

Perceptions of training in teaching

A factor which became apparent to us in the course of this project, but which we cannot quantify, was the degree of sensitivity about questions regarding training in teaching in higher education. We first became aware of this when we noticed the reluctance of some institutions to describe their initial training as 'compulsory'. At first this seemed to be

born of a regard for the professional autonomy of lecturing staff, but it became clear that there was possibly a wider set of concerns underlying it.

One of our respondents was quite happy that the institution's basic 'survival skills' course should be compulsory but was less so when it came to any further training:

> *There are people in this university who would like to have this [part 2] course compulsory for all new members of staff who don't have a teaching qualification ... I'd sooner have volunteers*

Part of the reasoning behind this was expressed by another respondent who said that the staff development unit saw themselves as "the social services rather than the police force". That there was a perception of there being a 'police force' at work was suggested by repeated references in some of these interviews to SHEFC and teaching quality assessment exercises. A third respondent noted that this was creating new opportunities for staff development:

> *Things like teaching quality assessment have been a catalyst for staff development. Now that the pattern is quite well known quite a lot approach us and say "It's going to happen to us next year, we'd like you to come along and be involved with us".*

Nevertheless, this was seen as another external demand upon staff, and one which was, in turn, likely to put pressures on the staff developers. Two further respondents expressed it thus:

> *The pressure seems to be coming from the funding body now. You know these SHEFC assessments that are taking place? Well the noises that we're getting from the assessors seem to be "what are you doing about the initial training of staff?"*

> *We're discovering increasingly that this [present course] isn't enough, especially with the use of audits and assessments.*

Unfortunately for the research project, there were instances when this apparent suspicion of external scrutiny spread to encompass the project itself. In some cases we engaged in quite lengthy correspondence in order to ensure the senior management of institutions of the status of the research and the confidentiality of the resulting report. While this is quite normal for all research projects and made no demands on us which we could not happily comply with, we were interested to note that we were, in several cases, required to repeat this procedure as the project moved into a new phase or, in some institutions, new personnel assumed responsibilities for staff development and wished to reassure themselves about our activities.

It seemed to us that there was an unusual degree of sensitivity in some institutions, and that this may be connected to their new relationship with external funding, and scrutinising, bodies.

4 The survey of HEI staff

This stage of the project consisted of a survey of higher education staff in two institutions, which we have referred to as HEI4 and HEI6. The survey was conducted in November 1994. The target respondents for the survey were all unpromoted academic staff with teaching responsibilities who had been appointed since August of 1992. Their responses to the survey cover initial training courses which were held in academic sessions 1992–93, 1993–94 and 1994–95.

To recap briefly, HEI6 has a specialist centre dealing with matters relating to teaching and learning, which runs its own two-part course for newly appointed members of staff. It is a large 'pre-1992 university'. HEI4 runs an annual course in collaboration with other members of a consortium of institutions. It is a smaller 'pre-1992 university'. All of our respondents had taken part (or, in some cases in HEI6, were due to take part) in their own institution's initial training course.

In this chapter we discuss the data gathered in this survey. The questionnaire used, together with the raw responses from the sample as a whole, are contained in Appendix A. There were very few statistically different responses from staff in the two institutions. Where these occur they are mentioned. Response rates to the survey are shown in Table 4.

Table 4 Responses to the survey

HEI	Questionnaires sent out	Questionnaires returned	%
HEI4	28	17	61
HEI6	119	76	64
Total	147	93	63

■ Course attendance

At the time of the survey, all of the respondents in HEI4 had taken part in an initial training course. The situation in HEI6 was more complex. Forty seven respondents had taken part in some initial training within the institution, two appended notes to their questionnaires pointing out that because of previous teacher training they were exempted from the course, while others were waiting to attend a course in the term following the survey. Of the 47 respondents in HEI6 who had undertaken initial training in that institution, 25 had completed both parts of the course offered, and 22 had completed only one part. We have no way of knowing which of the two parts these 22 respondents had undertaken: some would have taken the course in reverse order, and would be awaiting the next occurrence of the 'Stage A' course; some would have been exempted from stage A because of previous experience, but would have undertaken stage B; and some would have completed stage A and be awaiting stage B.

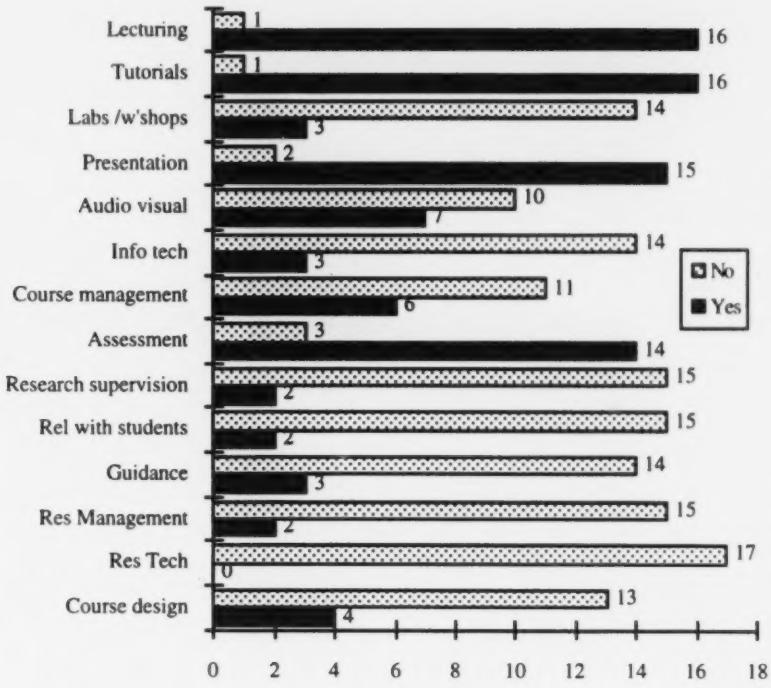
The pattern of course delivery reported by the respondents was as expected from the information we had gathered from the interviews in the institutions. That is, respondents in HEI6 reported a two-block course, and those in HEI4 reported a one-block course. The

few exceptions to this were two respondents in HEI6, and one in HEI4, who reported attending additional short training sessions or workshops; and one in HEI4 who reported attending an additional block of training (though the respondent did not indicate where or what this was).

Topics covered

Figures 1 and 2 below show the topics which the respondents in each institution reported as having been included in the courses which they had attended. Since the courses attended may have taken place in different academic sessions, and there may have been revision of each course between sessions, it is not surprising to find that there is some variation between respondents even within individual institutions.

Figure 1 Topics included in the HEI4 course



In HEI4 the majority of respondents reported the following topics had been included in their course:

- Lecturing
- Tutorials
- Presentation
- Assessment

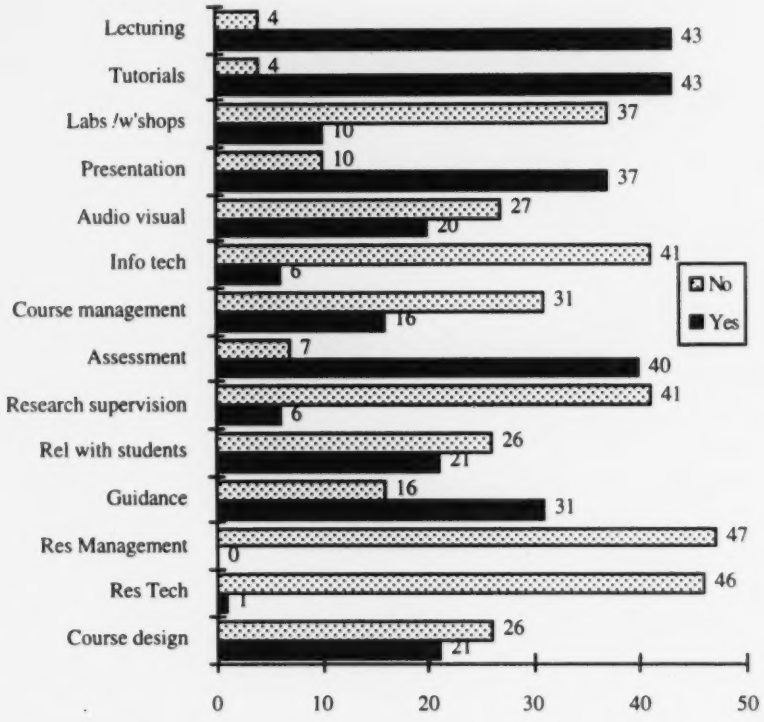
The corresponding topics reported by a majority of respondents in HE16 were:

- Lecturing
- Tutorials
- Presentation
- Assessment
- Guidance

Topics associated with research (either their own or their students), course management and information technology, were reported as having been included by far fewer respondents in either institution.

There were statistically significant differences between the responses from the staff in the two institutions. Staff in HEI6 (with the specialist centre) were significantly more likely to report having received some training in developing effective relationships with their students and student guidance and support than were staff in HE14. Presumably this reflects the greater length of the full two-part course and the consequently greater scope for including topics beyond the basic teaching skills.

Figure 2 Topics included in the HEI6 course



Mentor support

We were interested in finding out whether there had been any form of 'mentoring' or individual support offered to the respondents within their institution. The results are shown in Table 5.

It was clear that those respondents in HEI4 were much more likely to have such support. Indeed, the provision of 'mentor' support was a feature of the institutional provision in HEI4. In HEI6, on the other hand, this was not offered at an institutional level, but some departments did support their new members of staff in this way.

Table 5 shows that while staff in HEI4 were more likely to have received 'mentor' support, the proportionally fewer staff in HEI6 who did receive 'mentor' support at department level were much more likely to judge it to have been effective in developing their approach to teaching. This would certainly suggest that effective 'mentor' support occurs best at department level.

Table 5: Provision and effectiveness of 'mentoring'

Q12: When you became a full-time member of the academic staff of the University of XXXXX did you receive any support in the form of 'mentoring', or individual guidance provided by a specified colleague?

HEI4	Yes	13	No	4
HEI6	Yes	14	No	33

Q13: If you did receive some form of 'mentoring' or individual support, how effective did you find this in developing your approach to teaching?

	Very effective	Quite effective	Not very effective	Not at all effective
HEI4	2	1	8	2
HEI6	4	6	0	2

■ Perceived strengths of the training

Respondents were asked an open question about what they perceived to have been the strengths of the training which they received. Sixty-four positive comments on their experience were given, fifty-three from HEI6 and eleven from HEI4. Responses from both institutions were very similar. These responses broke down into several areas.

One group of responses concerned the effect that the training had had in raising the respondents' awareness of issues relating to teaching:

> *Making you realise what you were doing - ie thinking about it rather than just going on and doing it* [HEI4]
>
> *It provided good coverage of the basic skills required for effective teaching eg one-to-one; running small group tutorials and delivering lectures. Also it taught me to constantly assess my own performance – something I suspect few lecturers actually do!* [HEI6]
>
> *Makes one aware of what teaching involves from both teacher's and student's point of view. Clarifies what aims and objectives should be.* [HEI6]

Another group of responses referred to the value of training in basic teaching techniques, and an opportunity to practice these 'safely':

> *It gave me a good insight into the techniques that could be used* [HEI4]
>
> *As well as providing basic, useful, guidelines, information and suggestions on the various facets of teaching, it also provided a supportive environment in which to share problems, ideas concerns and worries with other colleagues. This gave a very constructive framework and perspective on my own problems and concerns in my teaching practice.* [HEI6]
>
> *[It] gave me the opportunity to practice lecturing in a 'safe' environment.* [HEI6]

Closely linked to this was another set of comments which expressed appreciation of the support and encouragement which being on the course had provided:

> *The course was very useful, allowing me to discuss issues with colleagues. The information pack supplied was also very useful.* [HEI4]

> *The informal atmosphere and encouragement to interact with other participants on the course were the major reasons for a very informative course from which everyone I spoke to benefited.* [HEI6]

Finally there were respondents in both institutions who took this opportunity to praise the delivery and presentation of the course itself:

> *Relevant, well delivered* [HEI4]

> *– clearly propelled by genuine and solid research into how people learn*
> *– very enthusiastically delivered*
> *– interactive, with opportunities to put ideas into practice immediately.*
> [HEI6]

The inculcating of 'basic skills' and the raising of 'awareness' of all that is involved in teaching were claimed to be aims of both of these courses by our interview respondents in stage one of the project. These responses from staff in stage two would suggest that in at least some cases these aims have been met.

■ Perceived weaknesses of the training

However, to balance the question about the strengths of the courses they had attended, we asked about any weaknesses which the staff had perceived in them. We got twelve replies from HEI4 and fifty-one from HEI6. Again the responses from the two institutions were very similar.

There were almost no comments which could be regarded as critical of the provision which had been made in either institution. Rather, most replies focused on elements which the respondents thought could have been added or strengthened in some way.

One group of comments were simply to the effect that there had not been enough training:

> *There just isn't enough, and the structure isn't keeping me informed as time goes by. That said, at least I had some training.* [HEI4]

> *There was not enough of it. The amount I did receive was packed into a few hectic days, and left little time for absorption and no opportunity to feed back after some time assessing information given.* [HEI6]

Another lack which was felt by some was that there was little training which was specific to their own discipline:

> *Too general. Discipline-specific training would have been useful, even half a day.* [HEI4]

> *Training was overly general. Too little attention paid to the requirements of different disciplines.*[HEI6]

There were almost no calls for more in the way of 'practical tips on teaching' (although there was one heartfelt plea for training in information technology from a member of staff who faced its imminent implementation in his department), but there were some calls for a greater theoretical input to the courses:

> *Too much emphasis on presentation skills, not enough on educational process, learning, and module design and management and assessment issues.* [HEI4]

> *More theoretical input needed (eg educational psychology)* [HEI6]

Finally there were those who felt it was a weakness of their training that it had not extended into non-teaching areas, or had failed to address the balance which had to be struck between teaching and other commitments:

> *Did not place any relevance on research* [HEI4]
>
> *Lack of guidance on supervision of postgraduate students* [HEI6]
>
> *No monitoring. No guidance with research supervision. No guidance with managing one's own research.* [HEI6]
>
> *Could have done with more guidance on how to coordinate research and teaching load.* [HEI6]

Perceived impact of the training

We attempted to pursue further the question of the impact which the training had had on the teaching of these members of staff. First we asked to rate the extent to which they agreed with two general statements about the possible overall effect of the training. The results are shown in Table 6.

Table 6: Overall impact of the training on respondents' teaching

Q17: To what extent would you agree with the following statements about the training you received?

'The training introduced me to teaching methods which I had not known about'

	Strongly agree	Agree	Disagree	Strongly Disagree
HEI4	2	7	5	2
HEI6	7	27	11	2

'The training introduced me to methods which I now use in my own teaching'

	Strongly agree	Agree	Disagree	Strongly Disagree
HEI4	3	10	1	2
HEI6	15	26	5	1

We can see that in both institutions the majority of respondents either 'agreed' or 'strongly agreed' that the training introduced them to teaching methods which they had not known about, and that they had been introduced to methods which they now used in their own teaching. To this extent the aim of these courses to introduce participants to basic teaching skills would appear to have been met in the eyes of these respondents. There was no statistically significant difference between the responses from the two institutions.

We explored further by asking which of the topics included in the courses were felt to have been beneficial to their teaching, by the respondents. The results from the two institutions are shown separately in Figures 3 and 4. However, there are no statistically significant differences between the responses from members of staff in the two institutions. The comparatively small numbers of responses for some topics is explained when we remember that not all topics had been included in the training received by all members of staff.

We can see that all topics were felt to have been beneficial by more staff than not. This is particularly so for the 'basic' areas of lecturing, tutorials, presentation and, to a lesser extent, assessment.

We then asked an open question asking respondents to describe briefly the main impact which the staff training had on their teaching. A total of sixty-four comments were made (fifteen from HEI4 and forty-nine from HEI6). There was one negative comment from HEI6 which said that 'It took time away from my research'. All other comments related in some way either to the enhanced effect on respondents' awareness of teaching issues; their improved teaching repertoire; or both:

Technique:

> *It gave me some additional practice and helped me focus more on technical points about how to design overheads, how to incorporate these into a lecture, and how to avoid basic mistakes* [HEI4]

> *I find some of the techniques for small group teaching extremely helpful and good for me and the students I teach* [HEI4]

> *It was most helpful in giving practice in lecturing, presentation and using AV equipment* [HEI6]

> *A good introduction to the alternative techniques of teaching and to the availability of courses / guides to the different techniques.*
>
> [HEI6]

> *The training made me see the importance of structure in a lecture / seminar / tutorial and of communicating this, together with my expectations of the students, to the students themselves in a clear and constructive manner. It also extended my range of tutorial methods / activities. In both areas, I feel the course not only boosted my confidence, but noticeably improved my teaching.*
>
> [HEI6]

Awareness/confidence:

> *Gave me confidence and helped me structure my approach.*
>
> [HEI4]

> *Realising a little bit how much I needed to learn – frustrated that a short course clearly couldn't do more than this*
>
> [HEI4]

> *It was, in retrospect, essential. It provided 'practice' before having to do the 'real thing', but also made me change my perception of the role of teaching – ie it is a very complex process and one which still seems to take a back seat to research output. It should be compulsory for all teaching staff.*
>
> [HEI6]

> *It has made me more aware of the learning process for students and given me a broader base. Lecturing and tutoring: I am now more aware of student needs.*
>
> [HEI6]

> *It gave me confidence both in the techniques I was already using and in the freedom I have to try out new ones. This happened partly because techniques I have been using were affirmed and partly through the seriousness with which teaching was taken by the trainers.*
>
> [HEI6]

The generally positive tone of all these comments would seem to reinforce the earlier impression that these courses appear to be achieving their aims of promoting basic skills in teaching together with awareness of the issues involved in higher education.

Figure 3 Did topics have a beneficial impact on teaching in HE14?

Q18: Would you say that staff training in the following areas has had a beneficial impact on your own teaching?

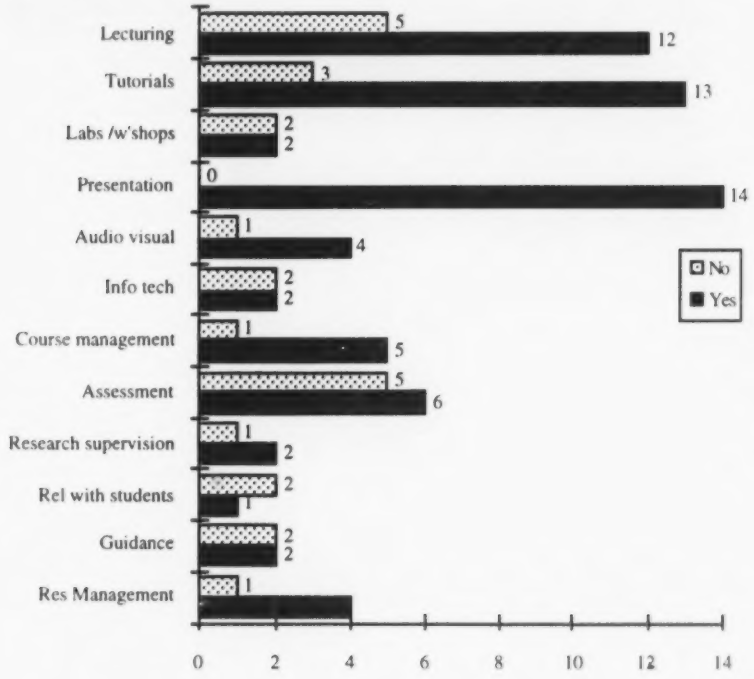
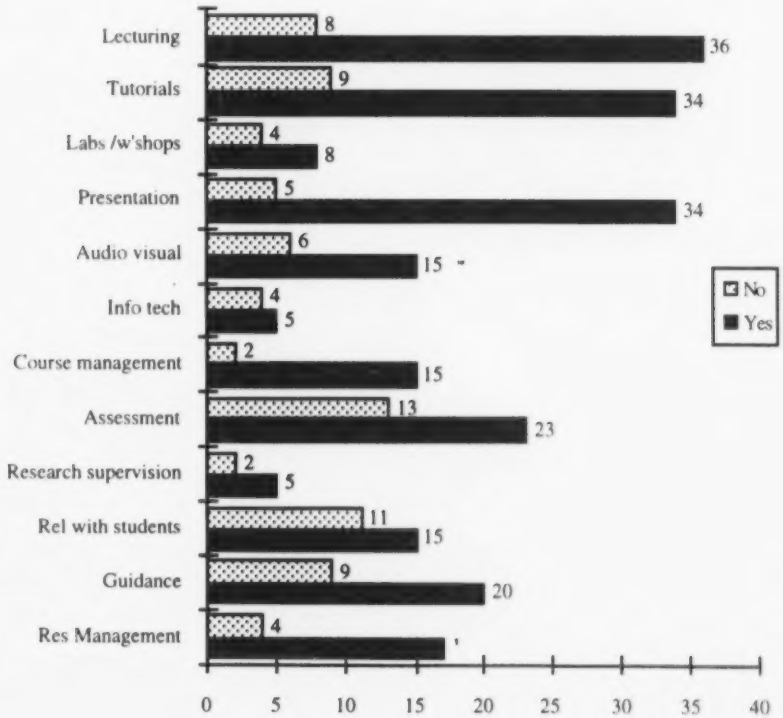


Figure 4 Did topics have a beneficial impact on teaching in HE16?



What further training is desired?

We finally asked all respondents which of the topics they would rate as 'highly desirable' for inclusion in any further staff development or training. The results are shown in Figures 5 and 6.

There are a number of staff (especially in HEI6 where not all respondents had yet participated in initial training) who would still rate some of the 'basic' skills of lecturing, tutorials and presentations as highly desirable. Elsewhere in these figures we can see that there remains a desire for some help in the 'non-teaching' areas relating to research, course management and design and, especially in HEI4, information technology. However, such differences as there appear to be between the two institutions are not, in fact, statistically significant.

At the end of the questionnaire respondents were asked for any further comment which they wished to make. There were 92 such comments made (nine from HEI4 and 83 from HEI6). Many of these comments were repeating earlier statements about the perceived value of the courses to the respondents, while others went on to add calls for more training:

> *There is probably too little (or, if enough, staff are perhaps insufficiently aware of it)* [HEI4]
>
> *I would like the opportunity to do refreshers.* [HEI4]
>
> *I found it extremely beneficial and would recommend any newly appointed member of staff to attend. I look forward to attending the second part of the staff training.* [HEI6]
>
> *I think that it would be improved by offering future staff development packages in areas that were not covered in the initial training* [HEI6]

However, there was another group of comments which drew attention to the many other pressures, both internal and external, which new members of staff face:

> *Initial enthusiasm for new ideas becomes a little stifled by day to day realities of bureaucracy and student demands for 'proper' teaching: ie for information not understanding and synthesis.* [HEI4]
>
> *More required on general academic administration – eg quality assessment* [HEI6]
>
> *In general good experience, but some kind of support in day to day management of teaching and other commitments would perhaps be beneficial, including how to cope with unreasonable demands placed on new staff* [HEI6]

Most staff seem to have welcomed their introduction to the basic skills of teaching and found that the experience stimulated them to think about their practice. Not unnaturally, given the introductory nature of the training, there were also further training needs identified. However, the general impression gained from the results of this survey is positive.

Figure 5: What topics should be included in further training in HE14
Q20. If you were to seek further staff development or training, which of the following topics would you rate as highly desirable to be included?

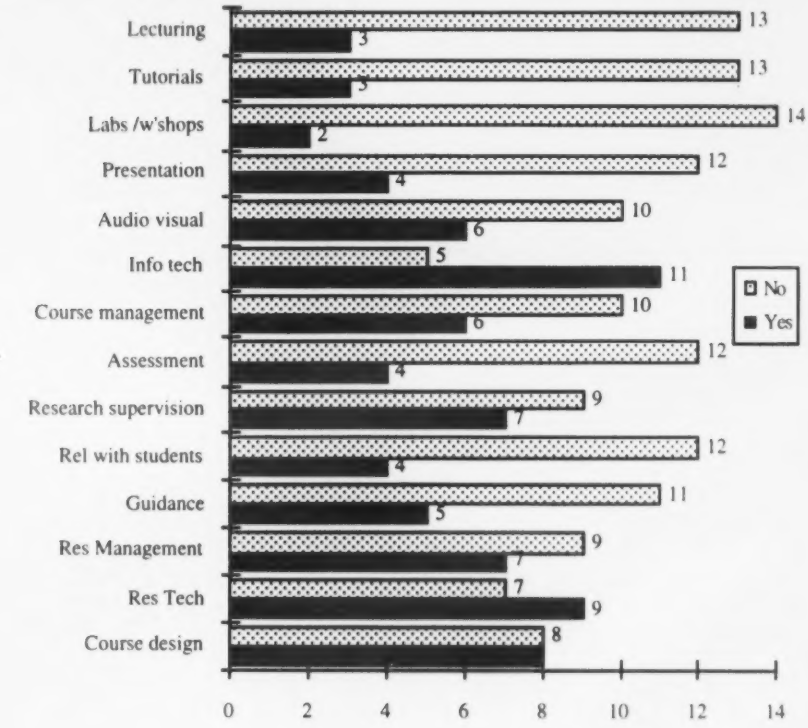
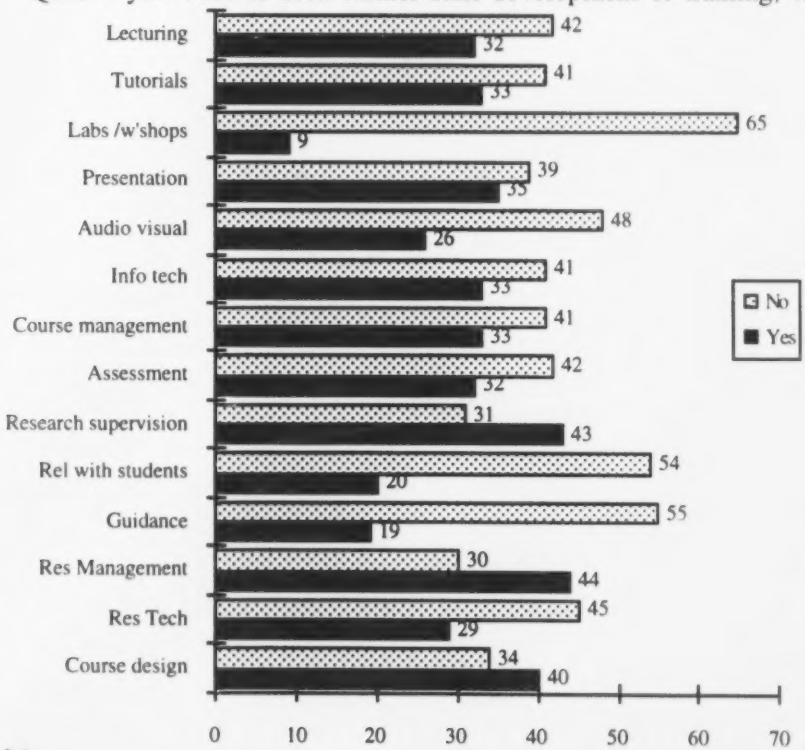


Figure 6: What topics should be included in further training in HE16
Q20. If you were to seek further staff development or training, which of the



5 Conclusions and discussion

Discussion of findings

The existence of initial training

Almost all of the HEIs approached by us had in place strategies for initial training and staff development. In some cases these were still in the process of development or mutation, but there was no case of the need for such training being ignored.

Types of provision

Many different types of induction, training and staff development were reported to us. We categorised the variety of such provision into the following types:

1. Initial training organised in short blocks of study. This was sub-divided into 'Group One' provision, consisting of a single block organised by a consortium of smaller HEIs; and 'Group Two' provision which consisted of an initial block, plus a second block in some cases, organised individually by specialist 'teaching and learning' units within larger HEIs.

2. Initial training which, after some introduction to basic teaching 'survival skills' offered the option of continued study towards a post-graduate certificate in tertiary level teaching methods. This was categorised as 'Group Three'.

   The two types of provision largely reflect the different histories and traditions of those institutions which were universities before 1992, and those which were previously central institutions, although at least one former central institution has been actively collaborating with nearby 'pre-1992' universities in an initial training course for some time.

   The providers of the training in the form of short blocks tended to have two main sets of aims. They firstly wanted to provide new members of academic staff, many of whom would never have taught before, with basic survival skills, in the form of 'teaching tips'. They also wished to promote some awareness of, and reflection upon, the complexities of teaching and learning in higher education.

   The post-graduate certificate in tertiary level teaching methods available in the former central institutions was made up of eight modules, each of which had associated criteria for success which were expressed as behavioural objectives. It aimed to promote quality in the design, delivery and assessment of instruction and also included a module on 'evaluating one's own teaching'.

Reaction to training by staff

The survey of staff took place in two institutions. One of which was part of the consortium of smaller universities, while the other was a larger university with a specialist teaching and learning unit which organised a two-part initial training course.

Respondents in the two institutions were generally favourably disposed towards the training which they had received. There were many positive comments about the relevance and quality of delivery of the courses in each institution. There were very few negative comments, and these tended to reflect the particular circumstances of individual lecturers.

The success of initial training

It was clear from the responses to the survey that the training courses in the two institutions had achieved their aims. Respondents reported that they had welcomed the technical 'teaching tips' aspect of the courses and that this had lessened the stress and anxiety of beginning to teach. They welcomed the support which they received and claimed that their awareness of the complexities of teaching and learning in higher education had been heightened.

The most commonly reported weakness of the training available in either institutions was that there was not enough of it.

Coverage of topics

Overall, respondents in both institutions reported that the basic topics of lecturing, running tutorials, presentation skills and assessment had all been well covered by the courses which they had attended. These cover the traditional approaches to teaching in higher education. They were also the topic areas which these respondents claimed had had the greatest beneficial impact on their own teaching. The majority of respondents in both institutions claimed that their courses had introduced them to teaching methods which they had not previously known about, and that they now used some of these methods in their own teaching.

Areas which were less well covered by these courses included information technology and audio visual aids, course management and design, the supervision of research, and areas related to the participants' own research. These are all areas which can be regarded as either not central to teaching, or as refinements of approach to teaching. They have undoubted value, but are not perhaps the first priority for totally inexperienced staff.

It would seem therefore, that while the teaching methods being covered by these basic course would not seem very radical or innovative to many teachers in other sectors of education, they are fulfilling a need which exists amongst new academic staff.

'Non-teaching' topics

When the respondents were asked about the topics they would wish to see in any future staff development or training which they undertook, it was the topics which are not directly related to teaching which they focused upon. In one institution there was a great desire for training in information technology, which may have been because of particular circumstances in that institution.

However, of more general interest, was the repeated desire of many of these respondents for some form of training in the management of all their responsibilities. Many comments were received to the effect that the combination of teaching, research and administration put great pressure on staff, and that some guidance on how to balance each against the others would be greatly appreciated. If nothing else this serves as a reminder that teaching in higher education has to co-exist with other demands upon staff.

Issues Arising

Departmental and institutional provision

It was beyond the scope of this project to investigate in detail the provision for support and training made within individual departments. However we do know that such training was sometimes available. There were certainly mechanisms whereby needs which were identified at department level could be communicated to the providers of staff development at the institutional level. Staff appraisal and career review schemes are now a common feature in higher education institutions and have a valuable role to play in the support of staff.

The existence of staff development and training at different levels within each institution does raise questions about the ways in which coherence can be given to the provision. Each level will have its role to play and there was some indication that support at the department level could be particularly effective. This is an area which would merit further investigation.

Mentoring

One of the institutions in which we conducted the survey of staff had an institutional mentoring scheme in which each new member of staff was given support by a specified experienced academic. In the other this did not happen at the institutional level, but some departments had implemented such a scheme themselves. What was particularly interesting was that the departmental mentoring scheme in the second institution was judged by those who had taken part in it to be more effective than the institutional scheme in the first. Although the numbers involved were relatively small, this was a clear finding which indicates the value of support within an academic's own department. It would be of potential benefit to examine further the role of mentors in different institutions, with a view to identifying the most effective model for implementing such schemes.

Discipline-specific training?

Some of our respondents felt that the training which they had received had been too general in nature and said that they would have benefited more from training which was specific to their discipline. This was not the majority view, but it was expressed often enough for it to reinforce the idea that support within the individual's own department has a part to play in the training of new staff.

On-going staff development

All institutions have continuing programmes of staff development, operating at different levels, and covering a wide range of topics. An interesting development which we noted, but which we cannot evaluate, is the tendency for staff developers to become more involved with individual departments in preparing them to meet the needs of teaching quality assessment. This may provide an input which is seen as being of direct relevance and value to the departments, and which consequently will have a great impact upon individual members of staff. However, there is the danger that concentrating resources too much in this way would reduce the availability of more general staff development events and activities.

Resources will always be limited and concentrating them in a small number of places may have the effect of depriving many others of any input. Once again, a balance will have to be struck between provision at different levels.

What is the status of teaching in higher education?

It was clear from the interviews in stage one of the project that at least some of these higher education institutions were attempting to address the problem of the perceived lack of status of teaching compared to research in higher education. It was reported that this was having relatively little effect as yet. It is still the case that the majority of academics see the route to advancement as being through the publication of their research. Indeed this is extremely valuable and important, and it would not be useful to suggest that the status of teaching should be enhanced at the expense of research.

However, it is a disservice to all (especially the students) if research is valued at the expense of teaching. They must co-exist. Departments, the individuals within them, and institutions as a whole, are now being assessed both for the quality of their research and the quality of their teaching, but these assessments are being conducted separately, and are seen as separate demands. At one time the academic is expected to demonstrate excellence in research. Shortly thereafter he or she is expected to demonstrate excellence in teaching. No attempt is made to bring these assessments together and yet it is the same people who are subjected to each.

It would appear that there is still some way to go before a proper balance is achieved between the conflicting demands being placed on individual academics (and upon higher education institutions as a whole).This project was intended to concentrate on initial training for teaching, but it would be wrong to ignore the desire which our respondents expressed for some help in managing the wider range of demands which they face.

Highly fluid situation with many changes taking place

One of the most striking features revealed by the data is the fluidity of the current situation with regard to the provision of initial training in teaching skills in higher education. Many of the institutions we visited were undergoing, or were about to undergo, some reorganisation or revision of their initial training. This prevented us from collecting some important data. Nevertheless, this fluidity is in itself an important finding of the project, indicating the amount of consideration which is currently being given to this area by higher education institutions.

External forces at work

There are a variety of external pressures on higher education institutions which form the background to the current drive towards enhancing training and staff development for teaching skills. Principally these come from the various teaching quality assessment and quality audit procedures of SHEFC and HEQC which carry rewards and sanctions for success or failure in achieving appropriate levels of quality. There are other pressures from recent developments such as the Further and Higher Education Charter for Scotland, and the more general need, which is felt by some institutions more than others, to market themselves effectively in order to attract students.

There was some evidence that teaching quality assessments, in particular, were leading to a greater involvement of professional staff developers with individual departments. The nature of this involvement appeared to be changing from *post hoc* 'fire-fighting' exercises to pre-planned preparatory work.

The role of external agencies

We have mentioned several times the sensitivity to our enquiries which we encountered in some higher education institutions. We cannot be certain about the reasons for this but

the increased activity of external agencies may lie behind some of it. There is a danger that many of the demands being placed upon higher education institutions by quality assurance and funding bodies will come to be viewed as externally imposed compulsion. We would suggest that if academics come to see themselves as being policed rather than supported then the effect will not be to raise standards of quality, whether in teaching or in any other area.

Finally

Nevertheless the overall message which we would wish to give is that there is an increasingly active staff development community at work within Scottish higher education, and that, where we have been able to investigate the results of its efforts amongst staff they are producing worthwhile outcomes.

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Appendix

Teaching Support and Induction Schemes for Lecturers in Higher Education Institutions

A survey of University/HEI Lecturers

The questionnaire used in the survey of new members of staff in two higher education institutions, together with the raw responses to all closed questions.

One hundred and forty seven questionnaires were sent out and ninety three were returned.

The Scottish Council for Research in Education (SCRE) is conducting a survey of lecturers in a number of universities in Scotland. The particular aim of this survey is to discover what initial training and support lecturers have had in developing their teaching, and how effective they judge it to have been. We would be very grateful if you could spare the time to complete this questionnaire.

Although this version of the questionnaire has been, to some extent, customised to suit the circumstances of the University of XXXXX, the survey is designed to take place in a number of institutions. You may therefore find that some of the questions do not appear directly relevant to your circumstances.

If you wish to submit additional written comments on your experience of initial training and induction, especially as it relates to teaching in higher education, please do so. Your views are welcome and will be used.

All replies are confidential. No individual respondent or institution will be identified in the report of this survey.

Please complete the questionnaire and return in the reply-paid envelope provided to SCRE, 15 St John Street, Edinburgh EH8 8JR by 11 November 1994

If you have any questions about this survey please contact Dr John Hall at the above address.

1. What is your name?

For Office Use

(You do not need to give us your name if you do not wish to. However, doing so will ensure that you do not receive a reminder letter. All replies are confidential.

2. What department do you work in?

3. What faculty is this department within?

4. Before you became a member of staff of the University of XXXXX did you have any previous experience as a full time member of academic staff, with teaching commitments, at any other HE institution?

Yes [39] No [54]

5. Before you became a member of staff of the University of XXXXX, had you ever received any initial staff training or induction which included an introduction to teaching methods appropriate to higher education?

Yes [25] No [68]

6. Since you became a member of staff of the University of XXXXX have you received any staff training or induction which included an introduction to teaching methods appropriate to higher education?

Yes [64] No [29]

(If 'No' go to question 20)

7. Where did this staff training take place?

Within your own department/faculty	[ ]
Within the University of XXXXX	[48]
At another higher education institution	[16]

8. If the staff training took place at another higher education institution, where was this?

9. Which of the following descriptions best fits the way in which this staff training was delivered?
(You may tick more than one box if mixed methods were used)

As a 'block' of two or more days intensive training	37
As two or more blocks, each of two or more days intensive training	24
As a series of separate training sessions or workshops, on individual topics, spread over time	3
As a series of self study training packages	

10. Were there any other patterns of delivering the staff training used which you would like to comment upon?

11. Which of the following topics were included in the staff training which you have received since you became a member of staff of the University of XXXXX?
(You may tick as many boxes as required)

Delivering effective lectures	59
Facilitating effective tutorials or seminars	59
Organising effective laboratory or workshop practice	13
Presentation skills for teaching	52
Use of audio visual equipment in teaching	27
Use of information technology in teaching	9
Course management	22
Assessment of students	54
Research supervision	8
Developing effective relationships with students	23
Student guidance and support	34
The management of your own research	2
Research techniques relevant to your discipline	1
Course or module design	25

For Office Use

12. When you became a full-time member of the academic staff of the University of XXXXX did you receive any support in the form of 'mentoring', or individual guidance provided by a specified colleague?

Yes [27] No [37]

(if 'No go to question 14)

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13. If you did receive some form of 'mentoring' or individual support, how effective did you find this in developing your approach to teaching?

Very effective	Quite effective	Not very effective	Not at all effective
[6]	[7]	[8]	[4]

14. What would you say were the strengths of the staff training you have received since you became a member of staff of the University of XXXXX?

15. What would you say were the weaknesses of the staff training you received?

16. To what extent was the training which you received undertaken voluntarily?

It was entirely voluntary on my part	[5]
It was recommended, but not compulsory	[13]
It was a requirement which I was expected to fulfil	[46]

17. To what extent would you agree with the following statements about the training you received?

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'The training introduced me to teaching methods which I had not known about'

Strongly agree	Agree	Disagree	Strongly Disagree
9	34	16	4

'The training introduced me to methods which I now use in my own teaching'

Strongly agree	Agree	Disagree	Strongly Disagree
18	36	6	3

18. Would you say that staff training in the following areas has had a beneficial impact on your own teaching?

	Yes, this had a beneficial impact	No, this had no beneficial impact	I had no training in this area
Delivering effective lectures	48	13	2
Facilitating effective tutorials or seminars	47	12	3
Organising effective laboratory or workshop practice	10	6	32
Presentation skills for teaching	48	5	7
Use of audio visual equipment in teaching	19	7	28
Use of information technology in teaching	7	6	41
Course management	20	3	34
Assessment of students	29	18	8
Research supervision	7	3	45
Developing effective relationships with students	16	13	25
Student guidance and support	22	11	21
Course or module design	21	5	33

19. Could you describe briefly the main impact which the staff training had on your teaching?

20. If you were to seek further staff development or training, which of the following topics would you rate as highly desirable to be included?

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Delivering effective lectures	35
Facilitating effective tutorials or seminars	36
Organising effective laboratory or workshop practice	11
Presentation skills for teaching	39
Use of audio visual equipment in teaching	32
Use of information technology in teaching	44
Course management	39
Assessment of students	36
Research supervision	50
Developing effective relationships with students	24
Student guidance and support	24
The management of your own research	51
Research techniques relevant to your discipline	38
Course or module design	48

21. Please use this space to make any other comments about your experience of staff training and development.

Thank you for completing this questionnaire

The Scottish Council for Research in Education

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